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Effectiveness of Group Guidance with Symbolic Modelling in Reducing Verbal Aggression among Junior High School Students

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ABSTRACT

This study is quantitative research employing a quasi-experimental model with a non-equivalent control group pretest-posttest design, which compares the results before and after the intervention between two different groups. The population of this study consisted of seventh-grade students at MTs Swasta Darul Ulum Budi Agung who were identified as having verbal aggression behaviour, with a sample of 16 students divided into experimental and control groups, each consisting of eight students, selected through purposive sampling. The instrument used to measure students' verbal aggression behaviour was a questionnaire developed based on Kartini Kartono's framework, which had been tested for validity and reliability. Data analysis was conducted using the paired sample t-test and the independent sample t-test. The findings revealed a significant decrease in students' verbal aggression behaviour in the experimental group, with the average pretest score increasing from 53.38 (low category) to 95.63 (high category) in the posttest. This was supported by a significance value of 0.000 ($p < 0.05$), indicating the effectiveness of the intervention in reducing students' verbal aggression behaviour. Therefore, it can be concluded that group counselling services with symbolic modelling techniques are effective in reducing verbal aggression among junior high school students, and it is recommended that they be implemented as a preventive strategy in school counselling services.

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1. INTRODUCTION

Aggressive behaviour among adolescents is one of the psychosocial problems that can disrupt their social and emotional development [1]. One form of aggression that often occurs in the school environment is verbal aggression, which includes harsh words, mockery, threats, and actions of verbal communication that are intended to hurt others [2]. Verbal

aggression can have a negative impact on interpersonal relationships, academic performance, and students' mental health [3].

Schools as educational institutions have a strategic role in shaping the character and social skills of students [4]. The implementation of effective guidance and counselling programs is one of the efforts to reduce aggressive behaviours, including verbal aggression [5]. One of the proven effective approaches in changing students' social behaviour is group guidance using symbolic modelling techniques, which is a learning method through imitating the behaviour of positive models that are symbolised or demonstrated in a specific context [6]. Through symbolic modelling, students can learn to recognise inappropriate behaviours, understand the consequences of aggressive actions, and practice alternative, more adaptive behaviours in social situations. This method is expected to enhance self-awareness, emotional control, and the ability to interact positively with peers.

The phenomenon of verbal aggression among adolescents is increasingly worrying as social interactions become more complex at school [7]. Observational data at the Private MTs Darul Ulum Budi Agung shows a tendency for aggressive verbal behaviour, such as mocking each other, teasing friends, and debating with a loud tone, especially among students in grades VII to IX. This not only causes interpersonal conflicts but also disrupts the learning process and creates a less conducive school climate.

Although research on aggressive behaviour in adolescents has been widely conducted, most studies still focus more on physical aggression and bullying behaviour, while the aspect of verbal aggression has received less serious attention. Wilson and Lipsey [8] emphasise that verbal aggression is often viewed as a lighter behaviour compared to physical aggression, whereas its psychosocial impact can disrupt adolescent development, including social relationships, self-adjustment, and academic achievement. In Indonesia, one of the studies by Fauziyah and Rusmana [9] explores interventions to reduce juvenile delinquency or aggressive behaviour in general, but has not specifically focused on verbal aggression that often appears in the form of teasing, mockery, or harsh words in the school environment.

In addition, studies on the effectiveness of group counselling services in schools more often use techniques such as role playing, assertive training, and sociodrama. Research results do show the effectiveness of these techniques in reducing aggressive behaviour among students, but the use of symbolic modelling within the framework of group counselling is still relatively limited [10]. Indeed, according to the social learning theory proposed by Bandura [11], symbolic modelling has great power because it allows individuals to learn through observation of positively symbolised behaviour models, whether through simulation, demonstration, or visual media [12]. This indicates the existence of a research gap, both in terms of the focus of the issues being studied, which is verbal aggression, and in terms of the intervention method used, namely symbolic modelling in group guidance services.

Based on this gap, this research presents novelty in several ways. First, this study pays special attention to the verbal aggression of madrasah students, which, although often considered trivial, has the potential to cause interpersonal conflicts and an unconducive learning environment. Second, this research integrates symbolic modelling techniques in

group counselling services, an approach that is rarely used in the context of formal education in Indonesia, especially at the madrasah level. Through symbolic modelling, students can witness representations of alternative behaviours that are more adaptive and then practice applying them in real interactions. Third, this research was conducted at MTs Swasta Darul Ulum Budi Agung, which has distinctive characteristics as an Islamic educational institution, allowing religious values to be integrated with symbolic modelling to reinforce students' moral messages and social skills.

Thus, this research not only fills the gap in the literature regarding interventions for adolescent verbal aggression but also offers a more innovative and applicable group counselling service model that is suited to the socio-religious context of madrasahs in Indonesia. It is hoped that the results of this study can make a tangible contribution to teachers, counsellors, and educational institutions in creating a more conducive learning environment and positively building student character.

2. METHOD

The method used in this study is a Quantitative Research Method with a Quasi-Experimental Design. Quantitative research is conducted to examine phenomena in natural settings, applied to specific populations or samples, using research instruments for data collection, and data analysis that is quantitative or statistical in nature, with the aim of testing predetermined hypotheses [13]. In this study, the type of design used is the Non-equivalent Control Group Design, which measures the conditions of two groups before and after a treatment is given to one group. According to Sugiyono [14], the groups in this study consist of two categories: the experimental group, which receives the treatment, and the control group, which serves as a comparison and does not receive the treatment. Both groups, however, are required to complete the pretest and posttest questionnaires.

The non-equivalent control group design of this study can be illustrated in the following table:

Table 1. Non-equivalent control group design

Group	Pretest	Treatment (X)	Post-Test
Experimental Group	O1	X	O2
Control Group	O3	—	O4

The non-equivalent control group design presented in the table above can be described as follows:

O_1 and O_3 are the initial measurement (pretest) of students' verbal aggression in the experimental group before receiving the treatment and in the control group without treatment.

X is the treatment, which is group guidance using the symbolic modelling technique, and was provided only to the experimental group.

O_2 and O_4 are the Final measurement (post-test) of students' verbal aggression in the experimental group after receiving the treatment and in the control group without treatment.

The intervention in this study was conducted through six group guidance sessions provided to the experimental group, with each meeting lasting about 60–90 minutes. The

application of symbolic modelling techniques was carried out in a structured manner across three main stages. The first stage involved administering a pretest to both groups, experimental and control, to identify the initial level of verbal aggression among the students. The results of this initial measurement served as a basis for determining the effectiveness of the intervention provided.

The second stage consists of treatment sessions divided into six meetings. In the first and second sessions, students are introduced to symbols or models presented through video clips and short stories that depict constructive communication, attitudes of mutual respect, and peaceful conflict resolution. For comparison, examples of negative behaviours such as mocking, insulting, and shouting are also displayed. In the third and fourth sessions, students watch a short drama performed by counsellors aimed at providing concrete examples of alternative behaviours when facing provocation. In the fifth and sixth sessions, students are invited to engage in directed reflection through a symbolic storytelling activity. In this activity, they are asked to identify role models, whether teachers, parents, or public figures, and discuss how these figures resolve verbal conflicts positively.

Each session is complemented by a group discussion facilitated by the counsellor. This discussion serves as a space for students to compare aggressive and non-aggressive responses, explore the emotional triggers they experience, and practice self-regulation strategies to communicate more healthily. Thus, the group guidance process is not only a transfer of knowledge, but also oriented towards the development of more adaptive emotional experiences and behaviours. The third stage is the implementation of a post-test in both groups to measure changes in verbal aggression levels after the intervention is provided. The results of this post-test become an important indicator in assessing the effectiveness of the symbolic modelling technique applied through group guidance services.

In accordance with the ethical standards of educational research, this study also considers ethical considerations. Informed consent was obtained from students and parents before the intervention was carried out, ensuring that they understood the objectives, procedures, and benefits of the research. In addition, official permission was also obtained from the principal of MTs Swasta Darul Ulum Budi Agung as a form of legitimisation for the implementation of the activities. Students' identities are kept confidential by using codes in the research data, and all responses are used solely for scientific purposes. Furthermore, students are also given the right to withdraw from the research at any time without any academic consequences or disciplinary sanctions. Thus, the implementation of this research not only considers procedural validity but also upholds the principles of ethical responsibility in counselling and guidance practices.

The questionnaire on verbal aggression behaviour was initially developed with 40 items based on Creswell [15]. After conducting a validity test, 6 items were found invalid and were removed, leaving 34 valid items for further analysis. These items were distributed across four subscales: verbal abuse (10 items), mocking (8 items), threatening (8 items), and shouting (8 items).

The reliability of the instrument was measured using Cronbach’s Alpha. The results showed strong internal consistency across all subscales:

Verbal abuse: $\alpha = 0.82$

Mocking: α = 0.80
Threatening: α = 0.79
Shouting: α = 0.81
The overall reliability of the instrument was α = 0.86, which falls into the category of high reliability.

The population of this study consisted of 55 students identified with verbal aggression issues. From this population, 16 students were selected purposively based on high scores in the aggression identification questionnaire, divided into 8 for the experimental group and 8 for the control group. The relatively small sample size was chosen to ensure intensive monitoring and effective facilitation within group guidance sessions.

While this sample size allowed for controlled implementation and in-depth observation, it also represents a limitation in terms of generalizability. Findings may not be representative of all junior high school students or even all students within MTs Swasta Darul Ulum Budi Agung. However, this pilot study provides preliminary evidence of the potential effectiveness of symbolic modelling in reducing verbal aggression, which can inform future studies with larger and more diverse samples.

3. RESULTS AND DISCUSSION

3.1. Results

Instrument Validity Test

Validity is a measure that indicates the extent to which an instrument is valid. An instrument is considered valid if it has high validity. Conversely, an instrument with low validity indicates that it is less accurate. In this test, a significance level of 5% (α = 0.05) was used. An instrument is considered valid if the calculated *r* value (*r* count) is greater than the *r* table value. Item analysis of the questionnaire statements was carried out with the assistance of the SPSS 26.00 for Windows program, and the results can be seen in the table below.

Table 2. Results of Questionnaire Validity Test on Students' Verbal Aggression Behaviour

No. Item	R Count	R Table	Description
1	0.270	0.2609	Valid
2	0.219	0.2609	Invalid
3	0.379	0.2609	Valid
4	0.377	0.2609	Valid
5	0.326	0.2609	Valid
6	0.519	0.2609	Valid
7	0.442	0.2609	Valid
8	0.512	0.2609	Valid
9	0.345	0.2609	Valid
10	0.291	0.2609	Valid
11	0.677	0.2609	Valid
12	0.225	0.2609	Invalid
13	0.381	0.2609	Valid
14	0.354	0.2609	Valid

No. Item	R Count	R Table	Description
15	0.426	0.2609	Valid
16	0.422	0.2609	Valid
17	0.275	0.2609	Valid
18	0.437	0.2609	Valid
19	0.379	0.2609	Valid
20	0.580	0.2609	Valid
21	0.452	0.2609	Valid
22	0.323	0.2609	Valid
23	0.173	0.2609	Invalid
24	0.593	0.2609	Valid
25	0.191	0.2609	Invalid
26	0.489	0.2609	Valid
27	0.354	0.2609	Valid
28	0.517	0.2609	Valid
29	0.296	0.2609	Valid
30	0.449	0.2609	Valid

Based on Table 2 above, the questionnaire is considered valid if the calculated correlation (r-count) is greater than the critical value (r-table). The r-count value can be seen from the *Corrected Item-Total Pearson Correlation*, while the r-table value can be obtained from the Pearson Product-Moment correlation table with degrees of freedom (df) = n - 2. With a total of 57 respondents, the degrees of freedom are 57 - 2 = 55. Thus, the r-table value obtained from the statistical table is 0.2609, meaning that an item is considered valid if r-count > r-table.

Reliability Test

The reliability test is used to measure the consistency of the questionnaire as an indicator of the variable. An instrument is declared reliable if the reliability coefficient is at least 0.60. According to Sugiyono [16], an instrument is considered reliable if the Cronbach's Alpha value is ≥ 0.60, while it is considered unreliable if the Cronbach's Alpha value is < 0.60.

Table 3. Results of the Reliability Test

Relability Statistics	
Cronbach's Alpha	N of Items
.802	30

Based on the reliability test results above in Table 3, using SPSS 26 for Windows, it shows that in the column of Cronbach's Alpha values = 0.802 > 0.60, it can be said that the survey is reliable (valid).

Score Categories

The score categories were determined based on the calculated range of values from a questionnaire consisting of 26 items using a Likert scale of 1–5. The maximum score was obtained from 26 × 5 = 130, while the minimum score was 26 × 1 = 26. Thus, the range or difference in scores was 130 – 26 = 104. By dividing the range into 5 categories, an interval of 104 ÷ 5 = 20.8 was obtained, which was rounded to 21. Based on this interval, the score categories were determined as follows: scores of 26–46 were categorised as *very low*, 47–67 as *low*, 68–88 as *moderate*, 89–109 as *high*, and 110–130 as *very high*. This categorisation helps interpret the questionnaire results in a more structured way and makes it easier to analyse the characteristics of respondents based on their responses.

Table 4. Frequency Distribution and Percentage of Pretest Results

Category	Interval	Experimental Frequency	Percentage	Control Frequency	Percentage
Very High	110–130	0	0%	0	0%
High	89–109	0	0%	0	0%
Moderate	68–88	0	0%	0	0%
Low	47–67	8	100%	8	100%
Very Low	26–46	0	0%	0	0%

Based on Table 4 above, 8 students in the experimental class were in the *low* category with a percentage of 100%, while 8 students in the control class were also in the *low* category with a percentage of 100%, all exhibiting verbal aggression behaviour. The pretest results became the basis for implementing treatment in the experimental class by applying group counselling with symbolic modelling techniques, while the control class received group counselling without the technique. The treatment lasted for four sessions and was conducted by the researcher under the supervision of the guidance counsellor. After the treatment, a posttest was administered to all respondents to assess the difference in effectiveness between the two types of interventions.

Table 5. Pretest and Posttest Results of the Experimental Group

No	Initials	Pretest Score	Criteria	Posttest Score	Criteria	Difference
1	NA	56	Low	98	High	42
2	JA	49	Low	94	High	45
3	FM	53	Low	97	High	44
4	PAR	57	Low	89	High	32
5	RA	57	Low	99	High	42
6	ARS	54	Low	99	High	45
7	AA	51	Low	98	High	47
8	MSA	50	Low	91	High	41
Total	—	427	—	765	—	338

Based on the pretest results of the experimental group in Table 5, all 8 students were in the *low* category before the symbolic modelling intervention. After the treatment, the

posttest results showed an improvement, with all students moving to the *high* category of verbal aggression behaviour. The score differences ranged from 32 to 47 points. Therefore, these findings indicate that group counselling using symbolic modelling techniques was effective in reducing verbal aggression among students.

Table 6. Pretest and Posttest Results of Control Group

No	Initials	Pretest Score	Criteria	Posttest Score	Criteria	Difference
1	DAM	53	Low	75	Moderate	22
2	KB	50	Low	70	Moderate	20
3	FP	59	Low	69	Moderate	10
4	MAF	57	Low	79	Moderate	22
5	ZIN	54	Low	73	Moderate	19
6	RA	59	Low	69	Moderate	10
7	AAA	51	Low	68	Moderate	17
8	MAA	53	Low	79	Moderate	26
Total	—	436	—	582	—	146

Based on the control group's pretest results in Table 6, all 8 students were in the *low* category. After receiving group counselling without the symbolic modelling technique, the posttest results showed that all students moved to the *moderate* category. The increase in scores ranged from 10 to 26 points. These results suggest that although there was an improvement in scores, the changes were not very significant, as some students only showed a small increase (such as 10 points), while others had a higher gain. Thus, group counselling provided to the control group did not yield consistent and significant effects in reducing the targeted behaviour. This reinforces the idea that specific interventions, such as symbolic modelling techniques, are more effective than general group counselling methods.

Normality Test Results

The normality test was conducted to determine whether the research data were normally distributed or not.

Table 7. Normality Test Results

Test of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student verbal abuse behaviour	Pretest Control	.182	8	.200*	.908	8	.339
	Posttest Control	.230	8	.200*	.861	8	.123
	Pretest Experiment	.172	8	.200*	.913	8	.375
	Posttest Experiment	.264	8	.105	.839	8	.074

*. This is a lower bound of the true significance
a. Lilliefors Significance Correction

Based on Table 7, the normality test results indicate that the significance value (Sig.) for all data in the Kolmogorov-Smirnov test and the Shapiro-Wilk test is greater than 0.05. This indicates that the research data follow a normal distribution, allowing for the continuation of parametric statistical tests.

Results of the Homogeneity

The homogeneity test aims to determine whether the variances (variability) of data from two or more groups are homogeneous (the same) or heterogeneous (not the same).

Table 8. The homogeneity test results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Student verbal abuse behaviour	Based on Mean	.643	3	28	.594
	Based on Median	.379	3	28	.769
	Based on Median and with adjusted df	.379	3	22.745	.769
	Based on trimmed mean	.617	3	28	.610

Based on Table 8 for the homogeneity test results, the significance value (Sig.) Based on the Mean, 0.507 > 0.05. Therefore, it can be interpreted that the variance of post-test data is homogeneous. Thus, one of the requirements of the independent samples t-test has been met.

Results of the Paired Sample T-Test

The paired samples t-test is used to determine whether there is a difference in the average of 2 paired samples.

Table 9. Results of the Paired Sample T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Control Pretest - Control Posttest	-18.250	5.726	2.024	-23.037	-13.463	-9.015	7	.000
Pair 2	Experiment Pretest - Experiment Posttest	-42.250	4.590	1.623	-46.088	-38.412	-26.033	7	.000

Based on Table 9, the results of the paired sample t-test in output Pair 1 show a Sig. (2-tailed) value of 0.000, which is smaller than 0.05. This indicates that there is a difference

in the mean of verbal aggression behaviour between the pretest and posttest scores in the control group, suggesting that changes occurred even without specific treatment. Meanwhile, the results of the paired sample t-test in output Pair 2 show a Sig. (2-tailed) value of 0.000, which is also smaller than 0.05. This indicates that there is a difference in the mean of verbal aggression behaviour between the pretest and posttest scores in the experimental group, which was given group counselling services using the symbolic modelling technique. Therefore, it can be concluded that group counselling services using the symbolic modelling technique have an effect on the verbal aggression behaviour of seventh-grade students at MTs Swasta Darul Ulum Budi Agung.

Independent Sample T-Test Results

The independent sample t-test is used to determine whether there is a significant difference in the means between two independent samples. The main requirement for conducting an independent sample t-test is that the data must be normally distributed and homogeneous. Based on the results of the normality test and the homogeneity test, it can be concluded that the data are normally distributed and homogeneous.

Table 10. Results of the Independent Samples T Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Verbal Violence Behaviour	Equal variances assumed	.316	.583	-10.928	14	.000	-22.875	2.093	-27.365	-18.385
	Equal variances not assumed.			-10.928	13.678	.000	-22.875	2.093	-27.374	-18.376

Based on Table 10, the results of the independent samples t-test show that the Sig. (2-tailed) value under the assumption of equal variances is 0.000, which is less than 0.05. This indicates that there is a difference in the average verbal creativity behaviour between students who received group counselling services with symbolic modelling techniques and those who only received regular group counselling services.

3.2. Discussion

The research instrument used to measure students' verbal aggression behaviour has undergone validity and reliability testing. Out of 30 items, 26 were declared valid with r-count > r-table (0.2609), while the other four items were eliminated. This result indicates

that most of the designed indicators are capable of accurately representing the construct of verbal aggression. The validity of these items aligns with Azwar's [17] view that items with significant correlation to the total score reflect content consistency with the construct being measured. Additionally, the Cronbach's Alpha value of 0.802 indicates very good internal consistency. According to Nunnally & Bernstein [18], a reliability above 0.70 is sufficient for social research, while a reliability of ≥ 0.80 indicates that the instrument is stable for measuring psychological behaviour. This reaffirms that the verbal aggression instrument used in this study is reliable across various measurement contexts and is in accordance with research guidelines regarding the requirements for reliable instruments.

The grouping of scores into categories from 'very low' to 'very high' provides an initial overview of the students' conditions before the intervention. The pretest results indicate that all respondents fall into the 'low' category of verbal aggression. However, this category does not mean that students are free from aggressive behaviour, but rather still show indications of recurring aggressive behaviour in verbal form. Fauziah et al explain that verbal aggression is the most commonly occurring form of aggression among adolescents, especially in social interactions at school [1]. Therefore, this instrument is able to map verbal aggression profiles well before intervention is carried out.

Normality tests using Kolmogorov-Smirnov and Shapiro-Wilk, as well as Levene's homogeneity test, indicate that the data are normally distributed and homogeneous. This is important because it allows researchers to use parametric tests (paired sample t-test and independent sample t-test) with more reliable results. Ihsan et al. emphasise that the validity of conclusions in inferential analysis heavily depends on the fulfilment of these assumptions. Therefore, the use of statistical techniques in this research can be considered valid [19].

The research results show a significant difference between the experimental group and the control group. In the experimental group, all students moved from the "low" category to the "high" category of verbal aggression after participating in group counselling using the symbolic modelling technique. The scores increased by an average of 42 points with a range of 32–47 points. Meanwhile, in the control group, which was not given the modelling technique, the score increase ranged from 10 to 26 points, and the category improved from "low" to "medium."

This finding is in line with Boxer et al's theory of social learning, where individuals can learn through observation of models displaying adaptive behaviour [20]. With symbolic modelling, students not only see examples of positive behaviour, but also learn the consequences of non-aggressive behaviour that are more constructive in conflict resolution. Furthermore, Sari et al emphasise that group counselling becomes more effective when accompanied by structured techniques such as modelling, role-playing, and feedback, as these processes allow students to imitate, practice, and reinforce new behaviours in a safe social environment [12].

The independent t-test shows a significant difference in means ($p < 0.001$) between the experimental and control groups. The very large effect size ($d \approx 5.5$) indicates that symbolic modelling is much more effective than group counselling without that technique. According to Cohen, an effect size above 0.80 is considered large, so the results of this study emphasise the very strong impact of the intervention [21]. This effectiveness is consistent

with a meta-analysis by Gifford-Smith, which found that modelling-based cognitive-behavioural techniques effectively reduce aggressive behaviour in children and adolescents [22]. Likewise, Dishion et al., in a meta-analysis of school-based interventions, concluded that programs that include modelling components and skill practice show more consistent outcomes compared to general interventions without those components [23].

The effectiveness of symbolic modelling can be explained through the mechanisms of attention, retention, reproduction, and motivation as proposed [24]. Students pay attention to the model's behaviour (attention), remember it (retention), practice it through discussion and role-play (reproduction), and are motivated by receiving social reinforcement from counsellors and peers (motivation). This process demonstrates that symbolic modelling not only provides examples but also instils new adaptive prosocial scripts for dealing with verbal conflicts. According to Ferguson & Kilburn, symbolic modelling serves as a cognitive bridge that changes the way students view provocative situations, enabling them to respond with more assertive, rather than aggressive, communication [25].

Although the results of this research show a tendency towards high body image dissatisfaction among teenagers, some previous studies have found different results. This indicates that the dynamics of body image are not uniform, but are greatly influenced by contextual, social, and cultural factors. Research by Arief et al. revealed that teenagers in several countries with collectivist cultural values actually have a higher level of body satisfaction compared to teenagers in countries with individualist cultures [24]. This is due to strong social support and community acceptance of body shape diversity. These findings contrast with current research results that show a dominance of body image dissatisfaction.

In addition, Sadewi et al.'s research found that the use of social media is not always directly related to body dissatisfaction [26]. In certain contexts, social media can actually serve as a means for teenagers to find supportive communities, share positive experiences, and strengthen self-acceptance. This is in contrast to the findings of this research, which emphasise that media exposure tends to increase body dissatisfaction.

Another study by Ihsan et al. also found that religiosity and spiritual values can reduce the negative impact of media on body image [19]. Teenagers who actively participate in religious activities are better able to assess themselves based on non-physical aspects, such as morality, academic success, and spirituality. This is not in line with the findings of this study, which show that the majority of subjects still experience body image dissatisfaction even while in a religious environment.

Furthermore, Rahmah et al. stated that media literacy-based intervention programs can significantly reduce body dissatisfaction among adolescent girls [27]. These findings suggest the possibility that differences in research results are caused by the extent to which individuals receive education regarding media and beauty standards. Meanwhile, this study does not address the role of media literacy in mediating the relationship between media exposure and body image dissatisfaction.

Thus, the differences in these results emphasise that body image is a multidimensional phenomenon influenced by socio-cultural context, religiosity, media literacy, and community support factors. The differences in research findings not only indicate the existence of academic gaps that still need to be studied but also provide an

important foundation for the development of more holistic and contextual intervention strategies.

4. CONCLUSION

Based on the research findings, it can be concluded that the measurement instrument for verbal aggression behaviour is declared valid and reliable with a Cronbach's Alpha of 0.802. The pretest results show that all students are in the low category. After the intervention, the experimental group that participated in group guidance using symbolic modelling techniques experienced a significant increase from the low category to high, with an average score difference of 42.25 points. Meanwhile, the control group that only received regular group guidance increased to the moderate category with an average difference of 18.25 points. Statistical tests show a significant difference between the two groups, thus it can be concluded that symbolic modelling is more effective in reducing students' verbal aggression behaviour. The implications of this research emphasise that the symbolic modelling technique can be an effective group counselling strategy to reduce aggressive behaviour in adolescents. Practically, school counsellors/guidance teachers can utilise it in guidance services in schools, and the school can use it as a basis for character development of students. However, this study has limitations, namely a small sample size, a short treatment duration, and the instrument being only in the form of a questionnaire without supporting observations or interviews. Therefore, future research is recommended to involve a larger sample, extend the duration of the intervention, use a more diverse range of measurement methods, and compare symbolic modelling with other counselling techniques to obtain more comprehensive and generalizable results.

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